

# Keeping Safe: Child Protection Curriculum

## Concept summary – Middle Years: Years 6–9

### Focus Area 1: Right to be safe

#### Topics: Warning signs; Risk-taking and emergencies; Psychological pressure and manipulation

- Students further develop their understanding of warning signs and to recognise them. Skills are developed to recognise an unsafe situation in the absence of warning signs, knowing that some children and young people may not have them, while others may have warning signs but choose to ignore them.
- Students explore risk-taking and strategies to assess risk through a range of stories, whilst recognising that some risks may have both negative and positive consequences. Students practise planning for local emergencies or disasters, and can apply this process to their own personal emergencies.
- Psychological pressure and manipulation is explored including the many ways that it may be experienced, such as in bullying and advertising. Strategies to stop it occurring and/or reduce its impact are identified.

### Focus Area 2: Relationships

#### Topics: Rights and responsibilities; Identity and relationships; Power in relationships; Trust and networks

- Students develop a sense of their rights and responsibilities and explore the United Nations Convention on the Rights of the Child. Rights and responsibilities within close relationships are explored, including sexual consent laws.
- Healthy and unhealthy relationships are explored in greater detail; students learn to identify boundaries, how to manage conflict and what support services are available to them. The social construction of gender, gender stereotypes and expectations are explored using a range of resources and examples from popular media.
- Power, the types of power and the way power is used are explored in detail in a range of contexts. Students explore bullying by analysing the sometimes complex characteristics of bullying and the various bullying roles. Students identify what to do in bullying situations and what is considered effective bystander behaviour.
- Students consider trusted networks for a range of situations and/or contexts and the necessary attributes of people on their trusted networks. It is reinforced that students may need to approach people who they do not know in order to access help.

### Focus Area 3: Recognising and reporting abuse

#### Topics: Privacy and the body; Recognising abuse; Cyber safety; Domestic and family violence

- Students explore public and private in regards to possessions, ideas/thoughts, places and personal information, and what to do if they feel that their right to privacy is not being respected. Students use anatomical names for sexual body parts, and understand that their whole body is private.
- Students develop their understanding of physical, emotional and sexual abuse, and neglect. They identify strategies to talk about difficult topics, such as sexual abuse and consider the range of support services available to them. Students also consider the effects of dating violence and what to do if they are in an abusive relationship.
- Students explore online abuse and abuse using mobile phones and consider how they can be positive digital citizens. Students investigate the potential risks associated with using digital technologies and are informed of the relevant laws, including laws about child pornography, sexting and defamation.
- Students gain an understanding of domestic and family violence and that exposure to domestic and family violence is a form of child abuse. Students explore the effects on children, commonly held myths and are introduced to safe bystander intervention.

### Focus Area 4: Protective strategies

#### Topic: Strategies for keeping safe; Network review and community support

- Students practise a range of problem-solving strategies using relevant age appropriate scenarios. Assertive communication, persistence and resilience are all explored in this process.
- Students review their trusted networks and investigate a broader range of community support services. Persistence is reinforced so students understand that they need to keep telling until someone listens and takes action.